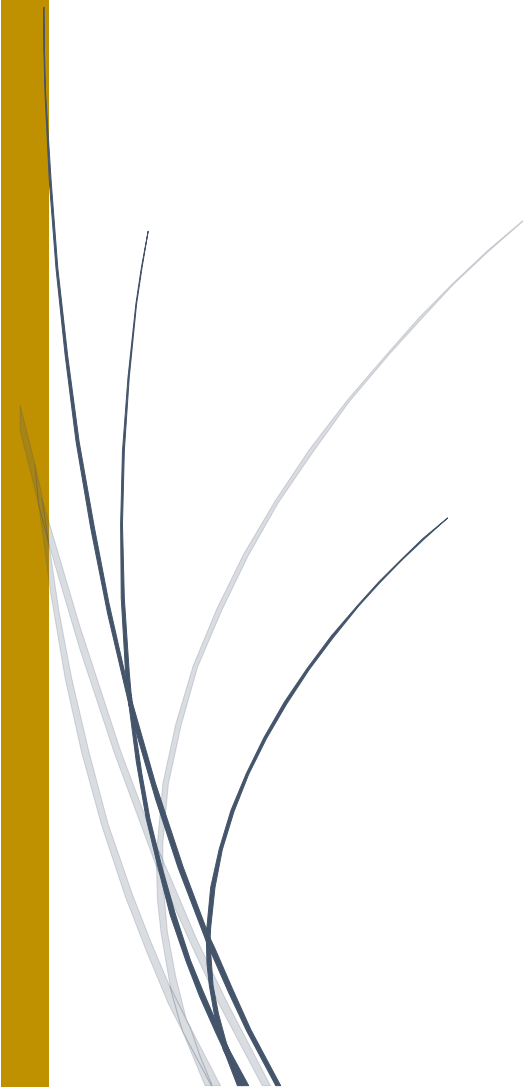


A thick vertical gold bar is on the left side of the page. A yellow arrow points to the right, overlapping the gold bar.

SAMPLE LESSON NOTES-WEEK 4
BASIC THREE

Several thin, curved lines in shades of blue and grey originate from the bottom left corner and sweep upwards and to the right.

Fayol Inc.
0547824419/0549566881 sirhoa1@gmail.com

SCHEME OF LEARNING- WEEK 4



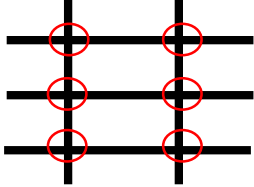
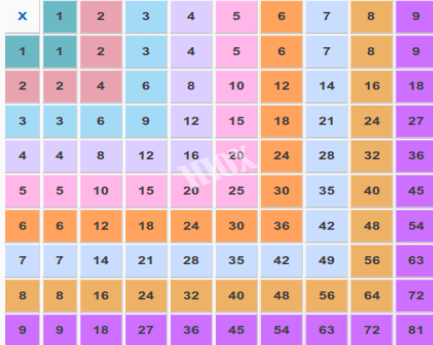
BASIC THREE

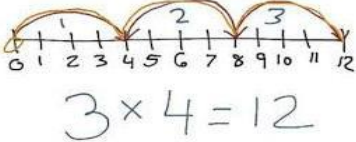
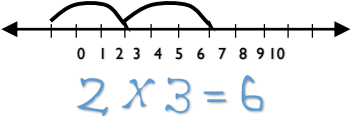
Name of School.....



Week Ending			
Class		Three	
Subject		ENGLISH LANGUAGE	
Reference		English Language curriculum Page	
Learning Indicator(s)		B3.1.7.1.3. B3.2.7.2.1. B3.4.10.1.2. B3.5.7.1.1. B3.6.1.1.1	
Performance Indicator		<p>A. Learners can share facts from information texts heard with a partner, groups or the teacher.</p> <p>B. Learners can demonstrate understanding of the purpose and features of poems or rhymes and fables, etc.</p> <p>C. Learners can engage and orient the reader by establishing a context and introducing a narrative.</p> <p>D. Learners can identify prepositions in sentences to indicate directions and means.</p> <p>E. Learners can read a variety of age and level-appropriate books and summarize them</p>	
Teaching/ Learning Resources		Word cards, sentence cards, letter cards and a class library	
Core Competencies: Reading and Writing Skills Personal Development and Leadership and Collaboration			
DAYS	PHASE 1: STARTER 10 MINS (Preparing The Brain For Learning)	PHASE 2: MAIN 40MINS (New Learning Including Assessment)	PHASE 3: REFLECTION 10MINS (Learner And Teacher)
Monday	<p>Engage learners to play some phonic games. Example: Write or print vocabulary words on cards with numbers on them. Paste these cards randomly on the classroom wall.</p> <p>Put learners in groups and ask them to make a list of the words. The group with the most words wins.</p>	<p>A. ORAL LANGUAGE (<i>Listening Comprehension Pg.76</i>)</p> <p>Read an informational text aloud to learners using the KWL Strategy.</p> <p>While you read the text, pause often to give the children the chance to share what they have learned or answer the questions they have asked before reading.</p> <p>After the reading, have learners share what they have learned. Put learners in groups to share facts from the text heard.</p>	<p>Give learners task to complete while you go round the class to support those who might need extra help.</p> <p>Have learners to read and spell some of the keywords in the lesson</p>
Tuesday	<p>Have learners to the alphabet song and dance to it.</p> <p>Have them perform the action for each letter sound.</p>	<p>B. READING (<i>Comprehension Pg 87</i>)</p> <p>Introduce the lesson with before reading activities, singing, reciting, prediction, etc.</p> <p>Have learners read a text and identify its purpose and features. Guide them with questions to do this.</p> <p>Let learners transfer the same ideas to other types of texts.</p>	<p>Give learners task to complete while you go round the class to support those who might need extra help.</p> <p>Have learners to read and spell some of the keywords in the lesson</p>

		Use think-pair-share to have learners compare ideas.	
Wednesday	<p>Have learners spell two letter words in their books or orally.</p> <p>Write all the words on the board for learners to read and spell the aloud.</p>	<p>C. WRITING (Narrative Writing)</p> <p>Narrate a story stressing the setting and the characters for learners to listen.</p> <p>Let learners re-tell the story. They may do so in a chain.</p> <p>Let learners create and write their own stories</p>	<p>Give learners task to complete while you go round the class to support those who might need extra help.</p> <p>Have learners to read and spell some of the keywords in the lesson</p>
Thursday	<p>Teacher calls out different actions for learners to act. Student have to mimic the action continuously without breaking. After a while teacher speeds up the tempo. For example: jumping, stamping of feet, crazy dance, etc.</p>	<p>D. WRITING CONVENTIONS & GRAMMAR USAGE (Using Simple Prepositions)</p> <p>Provide sample sentences. e.g. means -We are going home by bus. direction - The monkey is climbing up the tree.</p> <p>Guide learners to discover the meaning of the sentences.</p> <p>Draw learners' attention to the words as prepositions.</p> <p>Have learners complete sentences with given prepositions that indicate "means and direction". e.g. Mr. Badu is travelling _____ train.</p>	<p>Give learners task to complete while you go round the class to support those who might need extra help.</p> <p>Have learners to read and spell some of the keywords in the lesson</p>
Friday	<p>Have a variety of age/level-appropriate books for learners to make a choice from.</p> <p>Guide learners to select books for readings</p>	<p>E. EXTENSIVE READING</p> <p>Using the Author's chair, introduce the reading/library time.</p> <p>Introduce narratives, expository, procedural texts to learners.</p>	<p>Let learners summarize the books they read to the whole class</p> <p>Learners draw parts of the stories they read.</p>



Week Ending	
Class	Three
Subject	MATHEMATICS
Reference	Mathematics curriculum Page 54
Learning Indicator(s)	B3.1.2.5.2
Performance Indicator	Learners can represent and explain multiplication using rectangular arrays.
Strand	Number
Sub strand	Number Operations
Teaching/ Learning Resources	Counters, bundle and loose straws base ten cut square, Bundle of sticks
Core Competencies: Problem Solving skills; Critical Thinking; Justification of Ideas; Collaborative Learning; Personal Development and Leadership Attention to Precision	

DAYS	PHASE 1: STARTER 10 MINS (Preparing The Brain For Learning)	PHASE 2: MAIN 40MINS (New Learning Including Assessment)	PHASE 3: REFLECTION 10MINS (Learner And Teacher)
Monday	<p>Ask learners to draw two smileys to express how they feel that moment.</p> <p>Have learners to present their smileys to whole class for discussion.</p> 	<p>Guide learners to use rectangular arrays to solve multiplication questions. e.g. To find $2 \times 3 = ?$</p> <p>Learners arrange 2 straws vertically (legs) and put across it with 3 horizontal ones (arms).</p>  <p>Learners count the number of intersections.</p>  <p>Learners model different multiplication sentences by drawing vertical lines to represent the legs and horizontal lines across them to represent the arms and then count the number of intersections as the product.</p>	<p>Give learners task to complete whiles you go round to guide those who don't understand.</p> <p>Give remedial learning to those who special help.</p>
Tuesday	<p>Engage learners in the "Jump Counting" game</p> <p>Have learners count while jumping with each count. Challenge them to count by twos, fives, or tens!</p>	<p>Develop and build the multiplication chart (up to 9×9) and have learners practice reading the chart</p>  <p>Call learners randomly to answer some multiplication facts. The answer should be</p>	<p>Give learners task to complete whiles you go round to guide those who don't understand.</p> <p>Give remedial learning to those who special help.</p>

		given within a given duration to make it more fun.																																					
Wednesday	<p>Let learners draw a picture of a favorite place in the world. Then write five or more words that remind them of that place.</p> <p>Have learners to paste their drawings on the classroom wall to create a gallery.</p>	<p>Guide Learners to model multiplication facts on the number line. e.g. to find $3 \times 4 = ?$ This can also be read as 3 groups of 4.</p>  <p>e.g. to find $2 \times 3 = ?$ This can also be read as 2 groups of 3.</p> 	<p>Give learners task to complete whiles you go round to guide those who don't understand.</p> <p>Give remedial learning to those who special help.</p>																																				
Thursday	<p>Engage learners to cut out some 2D shapes at your start signal.</p> <p>Have learners to paste the cut outs on the classroom wall</p>	<p>Draw a 6 by 6-multiplication chart and use it as a game board to play the 3-in-a-line game with a pair of dice or playing cards. Players take turns in throwing a pair of dice and mark (or cover) the product made in a throw with his/her marker (or counter).</p> <p style="text-align: center;">3-in-a-line products</p> <table border="1" style="margin-left: auto; margin-right: auto;"> <tr><td>1</td><td>2</td><td>3</td><td>4</td><td>5</td><td>6</td></tr> <tr><td>2</td><td>4</td><td>6</td><td>8</td><td>10</td><td>12</td></tr> <tr><td>3</td><td>6</td><td>9</td><td>12</td><td>15</td><td>18</td></tr> <tr><td>4</td><td>8</td><td>12</td><td>16</td><td>20</td><td>24</td></tr> <tr><td>5</td><td>10</td><td>15</td><td>20</td><td>25</td><td>30</td></tr> <tr><td>6</td><td>12</td><td>18</td><td>24</td><td>30</td><td>36</td></tr> </table> <p style="text-align: center;">Game Board</p>	1	2	3	4	5	6	2	4	6	8	10	12	3	6	9	12	15	18	4	8	12	16	20	24	5	10	15	20	25	30	6	12	18	24	30	36	<p>Give learners task to complete whiles you go round to guide those who don't understand.</p> <p>Give remedial learning to those who special help.</p>
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Friday	<p>Play games and sing songs to begin the lesson.</p> <p>Have learners to solve some examples to review their understanding of the previous lesson</p>	<p>Learners find doubles of given numbers and skip count in 3, 4, and 5.</p> <p>Engage learners in activities to find the doubles of numbers. e.g. double of 4 is 8</p> <p>Double of □ is 10 Double of □ is 12</p> <p>Draw a 30-number grid and let learners jump and skip count of 3, 4 and 5</p> <table border="1" style="margin-left: auto; margin-right: auto;"> <tr><td>1</td><td style="background-color: #f8d7da;">2</td><td>3</td><td style="background-color: #f8d7da;">4</td><td>5</td></tr> <tr><td style="background-color: #f8d7da;">6</td><td>7</td><td>8</td><td>9</td><td>10</td></tr> <tr><td>11</td><td>12</td><td>13</td><td>14</td><td>15</td></tr> <tr><td>16</td><td>17</td><td>18</td><td>19</td><td>20</td></tr> <tr><td>21</td><td>22</td><td>23</td><td>24</td><td>25</td></tr> <tr><td>26</td><td>27</td><td>28</td><td>29</td><td>30</td></tr> </table>	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	<p>Give learners task to complete whiles you go round to guide those who don't understand.</p> <p>Give remedial learning to those who special help.</p>						
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Week Ending			
Class		Three	
Subject		SCIENCE	
Reference		Science curriculum Page	
Learning Indicator(s)		B3.5.1.1.1	
Performance Indicator		Learners can describe ways of keeping the environment clean	
Strand		Humans And The Environment	
Sub strand		Personal Hygiene And Sanitation	
Teaching/ Learning Resources		Brooms, mops, dusters and detergents	
Core Competencies: Problem Solving skills; Critical Thinking; Justification of Ideas; Collaborative Learning; Personal Development and Leadership Attention to Precision			
DAYS	PHASE 1: STARTER 10 MINS (Preparing The Brain For Learning)	PHASE 2: MAIN 40MINS (New Learning Including Assessment)	PHASE 3: REFLECTION 10MINS (Learner And Teacher)
	<p>Have learners to write answers for the following questions on sheet of papers.</p> <p>Write any 4 cleaning equipment you use in your homes.</p>	<p>Provide samples of common cleaning equipment such as brooms, mops, dusters and detergents</p>  <p>Begin by asking learners this question: What do you do to keep the home and school clean?</p> <p>Learners brainstorm in groups to come out with the different ways of keeping the home and school clean</p> <p>Learners present their ideas to class and compose a song on cleanliness.</p>	<p>Ask learners to write or say 10 words to express their thoughts of the lesson.</p>
	<p>Review learners understanding in the previous lesson using questions and answers</p> <p>Engage learners to play games and sing songs to begin the lesson.</p>	<p>Provide samples of common cleaning equipment such as brooms, mops, dusters and detergents</p>  <p>Begin by asking learners this question: What do you do to keep the home and school clean?</p> <p>Learners brainstorm in groups to come out with the different ways of keeping the home and school clean</p>	<p>Ask learners questions to review their understanding of the lesson.</p> <p>Have learners write 3 facts of the lesson on a sheet of paper and put it in their pockets and learn it on their way home.</p>


		<p>Learners present their ideas to class and compose a song on cleanliness.</p>	
	<p>Read a short story to learners. Ask learners to answer a few questions on the story.</p> <p>Call two learners at random to summarize the story.</p>	<p>Provide samples of common cleaning equipment such as brooms, mops, dusters and detergents</p> <div data-bbox="646 275 1024 457" data-label="Image"> </div> <p>Begin by asking learners this question: What do you do to keep the home and school clean?</p> <p>Learners brainstorm in groups to come out with the different ways of keeping the home and school clean</p> <p>Learners present their ideas to class and compose a song on cleanliness.</p>	<p>Divide the class into two teams. One player serves a question and chooses a player in the other group to answer.</p>

Week Ending			
Class	Three		
Subject	OUR WORLD OUR PEOPLE		
Reference	OWOP curriculum Page 54		
Learning Indicator(s)	B3.4.4.1. 1.		
Performance Indicator	Learners can identify Ghanaian agricultural products		
Strand	Our Nation Ghana		
Sub strand	Farming In Ghana		
Teaching/ Learning Resources	Pictures, Charts, Video Clips		
Core Competencies: Communication and Collaboration Critical Thinking and Problem Solving Cultural Identity and Global Citizenship			
DAYS	PHASE 1: STARTER 10 MINS (Preparing The Brain For Learning)	PHASE 2: MAIN 40MINS (New Learning Including Assessment)	PHASE 3: REFLECTION 10MINS (Learner And Teacher)
	<p>Review learners understanding in the previous lesson using questions and answers.</p> <p>Engage learners to play games and sing songs to begin the lesson.</p>	<p>Learners talk about agricultural products in Ghana and the need to eat our local foods e.g. grains</p>  <p>Learners watch videos and pictures of how Ghanaian chocolate is processed agricultural products.</p>	<p>Ask learners questions to review their understanding of the lesson.</p> <p>Have learners write 3 facts of the lesson on a sheet of paper and put it in their pockets and learn it on their way home.</p>
	<p>Begin the lesson by sharing a few jokes with learners.</p> <p>Make sure to choose jokes that will get learners attention.</p> <p>Call two learners to share their jokes as well</p>	<p>Learners talk about agricultural products in Ghana and the need to eat our local foods e.g. yam, cocoyam, poultry, rice</p>  <p>Learners watch videos and pictures of Ghanaian agricultural products.</p>	<p>Ask learners questions to review their understanding of the lesson.</p> <p>Have learners to say 5 words to express their thoughts of the lesson</p>
	<p>Engage learners to play games and sing songs to begin the lesson.</p>	<p>Learners talk about reasons why they should appreciate and use Ghanaian agricultural products, e.g. to create employment, revenue for government etc.</p>	<p>Ask learners questions to review their understanding of the lesson.</p> <p>Have learners to say 5 words to express their thoughts of the lesson</p>

Week Ending			
Class	Three		
Subject	RELIGIOUS & MORAL EDUCATION		
Reference	RME curriculum Page 21		
Learning Indicator(s)	B3.4.1.1.2		
Performance Indicator	Learners can identify the benefits of responding to God's call.		
Strand	The Family and the Community		
Sub strand	Roles And Relationships		
Teaching/ Learning Resources	Wall charts, wall words, posters, video clip, etc.		
Core Competencies: Cultural Identity, Sharing Reconciliation, Togetherness, Unity Communication and Collaboration, Critical Thinking Creativity and Innovation Digital Literacy			
DAYS	PHASE 1: STARTER 10 MINS (Preparing The Brain For Learning)	PHASE 2: MAIN 40MINS (New Learning Including Assessment)	PHASE 3: REFLECTION 10MINS (Learner And Teacher)
	<p>Learners sing songs, tell stories, and recite poems and rhymes on personal hygiene.</p> <p>Review with learners the previous lesson by asking them a few question to answer.</p>	<p>Discuss with learners the ways we respond to God's call: - Prayer, - service to humankind, - caring for the environment, - helping the needy (charity), etc.</p> <p>In groups, let learners mention the benefits of responding to God's call: -blessings from God, -drawing closer to God, - long life, - prosperity, -eternal life, etc.</p> <p>Guide learners to discuss the benefits of responding to God's call.</p> <p>Let learners in their groups, write four benefits of responding to God's call and present their works for class discussion.</p>	<p>Have learners to write some interesting facts or terms on a sheet of paper, put it in their pockets and learn it on their way home.</p> <p>Call learners at random to summarize the important points of the lesson.</p> <p>Give learners task to complete at home.</p>


Week Ending	
Class	Three
Subject	HISTORY
Reference	History curriculum Page 19
Learning Indicator(s)	B3.3.1.1.1
Performance Indicator	Learners can describe how the Europeans settled on the Gold Coast, including forming alliances with the local chiefs
Strand	Europeans in Ghana
Sub strand	Arrival of Europeans
Teaching/ Learning Resources	Wall charts, word cards, posters, video clip, etc.

Core Competencies: The use of evidence to appreciate the significance of historical locations help learners to become critical thinkers and digital literates

DAYS	PHASE 1: STARTER 10 MINS (Preparing The Brain For Learning)	PHASE 2: MAIN 40MINS (New Learning Including Assessment)	PHASE 3: REFLECTION 10MINS (Learner And Teacher)																		
	<p>Engage learners to spell some words, at least 5 in their workbooks. Make sure the words are level-appropriate words.</p> <p>Learners to exchange the work among themselves and mark. Provide feedback where necessary.</p>	<p>Learners to Identify the European countries whose citizens came and settled in Ghana. e.g. Portugal, Britain, France, Sweden, Germany, (Brandenburg) Denmark, Norway, Netherlands</p> <table border="1" data-bbox="657 919 1010 1159"> <thead> <tr> <th>Countries</th> <th>Citizens</th> </tr> </thead> <tbody> <tr> <td>Portugal</td> <td>Portuguese</td> </tr> <tr> <td>Britain</td> <td>British</td> </tr> <tr> <td>France</td> <td>French</td> </tr> <tr> <td>Sweden</td> <td>Swedes</td> </tr> <tr> <td>Germany</td> <td>Germans</td> </tr> <tr> <td>Denmark</td> <td>Danes</td> </tr> <tr> <td>Norway</td> <td>Norwegians</td> </tr> <tr> <td>Netherlands</td> <td>Dutch</td> </tr> </tbody> </table>	Countries	Citizens	Portugal	Portuguese	Britain	British	France	French	Sweden	Swedes	Germany	Germans	Denmark	Danes	Norway	Norwegians	Netherlands	Dutch	<p>Have learners to write some interesting facts or terms on a sheet of paper, put it in their pockets and learn it on their way home.</p> <p>Call learners at random to summarize the important points of the lesson.</p> <p>Give learners task to complete at home.</p>
Countries	Citizens																				
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	<p>Engage learners to help the farmer in his daily works.</p> <p>Help the farmer record how many vegetables he grew in the table below. First count how many of each type of vegetable he has and mark it in the table. Then write it in number form. Finally, answer the questions.</p>  <table border="1" data-bbox="295 1465 634 1612"> <thead> <tr> <th>Type of vegetable</th> <th>Tally marks</th> <th>Number</th> </tr> </thead> <tbody> <tr> <td> Cabbage</td> <td></td> <td></td> </tr> <tr> <td> Tomato</td> <td></td> <td></td> </tr> <tr> <td> Bell pepper</td> <td></td> <td></td> </tr> <tr> <td> Onion</td> <td></td> <td></td> </tr> </tbody> </table>	Type of vegetable	Tally marks	Number	Cabbage			Tomato			Bell pepper			Onion			<p>Through documentary slides, guide learners to identify which of the Europeans came to the country.</p> <p>PORTUGAL The first European country to come to our land was Portugal. They were led by Prince Henry the Navigator. They arrived in the country in the year 1471. They built the castle of Elmina, where they traded in gold and slaves.</p> <p>BRITAIN The British arrived in gold coast in 1554. They were led by captain Widham and his men. They had enough gold from Gold coast and because of this in the following year, they sent another ship. The captain of the ship was John Lock.</p>	<p>Have learners to write some interesting facts or terms on a sheet of paper, put it in their pockets and learn it on their way home.</p> <p>Call learners at random to summarize the important points of the lesson.</p> <p>Give learners task to complete at home.</p>			
Type of vegetable	Tally marks	Number																			
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Week Ending	
Class	Three
Subject	CREATIVE ARTS
Reference	Creative Arts curriculum Page
Learning Indicator(s)	B3 2.2.2.3 B3 2.2.3.3
Performance Indicator	Learners can create own music, dance and drama performances using available instruments, resources and methods to express own views that reflect topical issues in other Africa communities
Strand	Performing Arts
Sub strand	Planning, Making and Composing
Teaching/ Learning Resources	Photos, videos, art paper, colors and traditional art tools, other materials available in the community

Core Competencies: Decision Making Creativity, Innovation Communication Collaboration Digital Literacy

DAYS	PHASE 1: STARTER 10 MINS (Preparing The Brain For Learning)	PHASE 2: MAIN 40MINS (New Learning Including Assessment)	PHASE 3: REFLECTION 10MINS (Learner And Teacher)
	<p>Play songs using your phone or a music box.</p> <p>Call learners to show some dance moves and dance to the songs</p>	<p>In the previous lesson we learnt how the “Atilogwu” dance reflect the lives and culture of the people of Igbo in Ghana.</p> <p>Guide learners to create own dance moves to reflect their culture.</p> <p>Guide learners to pick a piece of music for the dance. e.g. a circular music, gospel music, etc.</p> <p>Guide learners to determine the style and plan the dance</p>	<p>Ask learners to talk about what they have learnt.</p> <p>Through questions and answers review learners understanding of the lesson</p>
	<p>Play songs using your phone or a music box.</p> <p>Call learners to show some dance moves and dance to the songs</p>	<p>Show learners a video or pictures of the dance you want to teach.</p>  <p>Demonstrate the dance moves to learners as they observe.</p> <p>Have learners practice the moves in a formation dance</p>	<p>Ask learners to tell you what they have learnt and what they will like to learn in the next lesson</p> <p>Learners to tell the part of the lesson that interest them most.</p>

Week Ending			
Class	Three		
Subject	GHANAIAN LANGUAGE		
Reference	Ghanaian Language curriculum Page 101		
Learning Indicator(s)	B3.2.6.1.1-2		
Performance Indicator	Learners can answer questions based on passage read		
Strand	Oral Language (Listening and Speaking)		
Sub strand	Listening Comprehension		
Teaching/ Learning Resources	Word cards, sentence cards, letter cards, handwriting on a manila card		
Core Competencies: Creativity and innovation, Communication and collaboration, Critical thinking			
DAYS	PHASE 1: STARTER 10 MINS (Preparing The Brain For Learning)	PHASE 2: MAIN 40MINS (New Learning Including Assessment)	PHASE 3: REFLECTION 10MINS (Learner And Teacher)
	Put learners into groups of two. The teacher writes a letter in the air. Learners makes the letter sound and tell the teacher the sound that has been written. Learners sing songs to begin the lesson	Let learners say the letters of the alphabet as a group and then individually. With correct pronunciation and tone read texts aloud. Let learners read the text in turns. Ask questions based on the text read for learners to answer.	Use questions to review their understanding of the lesson Ask learners to summarize what they have learnt
	Teacher mentions a word, e.g. cat Learners write its rhyming word Sing songs and recite familiar rhymes in relation to the lesson Learners sing songs to begin the lesson	Let learners say the letters of the alphabet as a group and then individually. Give textbooks to learners. Lead learners to read the text on a given page as a group and individually. Ask questions based on the text they have read for them to answer	Use questions to review their understanding of the lesson Ask learners to summarize what they have learnt
	Share jokes with learners e.g. A man returns a book to the library, banged it on the counter and yelled, "I read this entire novel, there are too many names of people and no story at all!" The Librarian looks up and responds, "idiot! So you were the one who took the Attendance book?"	Let learners say the letters of the alphabet as a group and then individually. Give textbooks to learners. Lead learners to read the text on a given page as a group and individually. Ask questions based on the text they have read for them to answer	Use questions to review their understanding of the lesson Ask learners to summarize what they have learnt

Week Ending			
Class	Three		
Subject	PHYSICAL EDUCATION		
Reference	PE curriculum Page 35		
Learning Indicator(s)	B3.1.12.1.15:		
Performance Indicator	Learners can clap, sing and dance to a rhythm		
Strand	Motor Skill And Movement Patterns		
Sub strand	Manipulative Skills		
Teaching/ Learning Resources	Pictures and Videos		
Core Competencies: Learners will develop personal skills and core competencies such as agility, concentration, coordination strength and balance			
DAYS	PHASE 1: STARTER 10 MINS (Preparing The Brain For Learning)	PHASE 2: MAIN 40MINS (New Learning Including Assessment)	PHASE 3: REFLECTION 10MINS (Learner And Teacher)
	Put learners into groups. Have learners role-play one of their best adverts on TV. Sit down and have fun. The group with the best shows wins.	Learners clap, sing and dance to a rhythm. Emphasis on coordination in clapping to the beat and coordination dancing. Give learners corrective feedback to improve their coordination. Allow them to progress at their own pace with fun and enjoyment	Have learners to write some interesting facts or terms on a sheet of paper, put it in their pockets and learn it on their way home. Call learners at random to summarize the important points of the lesson. Give learners task to complete at home.